

## **Cluster Area III: Parent Involvement (BP)**

**Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?**

**State Goal (for reporting period July 1, 2003 through June 30, 2004):**

- The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.
- Active parent involvement in their child's education is promoted to assist in improving the achievement of students with disabilities.\*
- To create a public awareness campaign around early childhood through primary grade learning and developmental needs to improve achievement of students with disabilities.

\*Also goal/indicator for students who are non-disabled.

**Performance Indicators (for reporting period July 1, 2003 through June 30, 2004):**

- The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

**Parent Survey – Missouri School Improvement Program (MSIP):**

The Missouri School Improvement Program (MSIP) has the responsibility of reviewing and accrediting the 524 school districts in Missouri on a five-year review cycle. School district reviews are conducted each year for approximately 100 (or 20%) of the 524 districts. These reviews include the distribution of surveys to students, teachers, administrators and parents. Parent surveys are used to collect information pertaining to certain educationally relevant characteristics of students and their households. These include participation in special education, the level of parental involvement in particular school related contacts, visits and attendance of functions, and parent perceptions of school, staff, teachers, administrators and learning environment. For purposes of this analysis, selected questions were used. The complete parent survey can be found at <http://dese.mo.gov/divimprove/sia/msip/advquest/parent.html>.

Results of the selected Parent Survey questions for 2003-2004 were summarized as frequency distributions based on response choices by parents of students with disabilities and parents of all students. Results follow in the next section.

Active Parent Involvement:

The following questions were selected to compare parent responses to questions pertaining to active parent involvement

MSIP Districts - Parent Survey												
Question 18												
2003-2004												
Responses to 18a to 18c												
How often in past 12 months did parent:	18a -Talk to their child's teacher				18b-Go to open house at school				18c-Attend parent/teacher meetings			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Never	378	4.42%	6,100	6.47%	1,639	19.32%	14,361	15.30%	912	10.72%	13,742	14.65%
Once/Twice	2,350	27.47%	32,305	34.24%	4,806	56.66%	58,530	62.35%	3,526	41.46%	45,833	48.85%
3-5 Times	2,743	32.06%	29,567	31.34%	1,551	18.29%	16,521	17.60%	2,948	34.66%	26,372	28.11%
5-10 Times	1,389	16.24%	12,590	13.35%	277	3.27%	2,679	2.85%	659	7.75%	4,647	4.95%
11+ Times	1,695	19.81%	13,774	14.60%	209	2.46%	1,784	1.90%	460	5.41%	3,231	3.44%
Total	8,555	100.00%	94,336	100.00%	8,482	100.00%	93,875	100.00%	8,505	100.00%	93,825	100.00%
No Response	197	-	1,655	-	270	-	2,116	-	247	-	2,166	-
Responses to 18d to 18f												
How often in past 12 months did parent:	18d-Visit the school on their own				18e-Help with after-school activities				18f-Help with classroom learning			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Never	1,515	17.80%	18,205	19.38%	5,633	66.25%	56,676	60.36%	6,101	71.65%	67,317	71.70%
Once/Twice	2,929	34.42%	31,922	33.99%	1,631	19.18%	20,291	21.61%	1,347	15.82%	15,450	16.46%
3-5 Times	1,778	20.90%	19,966	21.26%	627	7.37%	8,502	9.05%	505	5.93%	5,075	5.41%
5-10 Times	925	10.87%	9,209	9.80%	240	2.82%	3,255	3.47%	178	2.09%	1,929	2.05%
11+ Times	1,362	16.01%	14,623	15.57%	372	4.37%	5,171	5.51%	384	4.51%	4,118	4.39%
Total	8,509	100.00%	93,925	100.00%	8,503	100.00%	93,895	100.00%	8,515	100.00%	93,889	100.00%
No Response	243	-	2,066	-	249	-	2,096	-	237	-	2,102	-

Data exhibit minimal variance, but some subtle differences can be noted. For instance, data suggest parents of students with disabilities reportedly talk with their child's teacher (18a) and attend parent/teacher meetings (18c) more frequently than parents of all students. Conversely, data suggest parents of students with disabilities reportedly help with after-school activities (18e) somewhat less frequently than parents of all students.

<b>MSIP Districts - Parent Survey</b> <b>Question 22</b> <b>2003-2004</b>												
How often did parent:	22a-Talk to their child about his/her experiences in school				22b-Talk to their child about his/her plans for high school classes				22c-Talk to their child about his/her plans after high school			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Not At All	83	0.97%	536	0.57%	1,411	16.58%	15,460	16.45%	1,022	12.00%	9,093	9.68%
Rarely	242	2.83%	2,184	2.31%	1,466	17.23%	16,893	17.98%	1,146	13.46%	12,481	13.28%
Occasionally	1,345	15.71%	12,285	13.00%	2,757	32.40%	30,482	32.44%	3,037	35.67%	34,260	36.45%
Regularly	6,894	80.50%	79,492	84.12%	2,875	33.79%	31,123	33.12%	3,309	38.87%	38,145	40.59%
Total	8,564	100.00%	94,497	100.00%	8,509	100.00%	93,958	100.00%	8,514	100.00%	93,979	100.00%
No Response	188	-	1,494	-	243	-	2,033	-	238	-	2,012	-

Data suggest that while parents of students with disabilities reportedly talk with their children about their experiences in school (22a), about their plans for high school classes (22b) about as frequently as parents of all students, parents of students with disabilities may talk less with their children about their plans after high school (22c).

Parent Perceptions Relative to Parental Involvement:

The following questions were selected to compare parent responses to questions pertaining to perceptions about parental involvement.

MSIP Districts - Parent Survey Questions Pertaining to Perceptions of Parental Involvement 2003-2004												
Responses to Questions 27, 32 and 38												
How much did parent agree or disagree with statement:	27-I can talk with my child's teacher or principal whenever I need				32-I am welcome to discuss my child's educational needs with the school				38-The school encourages parents to be involved			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Disagree/Strongly Disagree	712	8.59%	4,300	4.59%	588	7.12%	3,395	3.63%	574	6.88%	4,487	4.80%
Neutral	709	8.55%	8,730	9.33%	727	8.81%	10,062	10.77%	1,066	12.78%	12,069	12.92%
Agree/Strongly Agree	6,868	82.86%	80,587	86.08%	6,938	84.07%	79,976	85.60%	6,698	80.33%	76,848	82.27%
Total	8,289	100.00%	93,617	100.00%	8,253	100.00%	93,433	100.00%	8,338	100.00%	93,404	100.00%
No Response	463	-	2,374	-	499	-	2,558	-	414	-	2,587	-
Responses to Questions 55, 57 and 61												
How much did parent agree or disagree with statement:	55-I am a partner with the school in my child's education				57-I know what my child's teachers expect in school				61-I receive regular communications from school about how well my child is doing			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Disagree/Strongly Disagree	538	6.37%	5,223	5.60%	527	6.23%	4,994	5.33%	980	11.63%	10,425	11.15%
Neutral	1,466	17.36%	15,838	16.97%	1,319	15.59%	14,532	15.50%	1,241	14.72%	14,558	15.58%
Agree/Strongly Agree	6,439	76.26%	72,241	77.43%	6,615	78.18%	74,221	79.17%	6,207	73.65%	68,476	73.27%
Total	8,443	100.00%	93,302	100.00%	8,461	100.00%	93,747	100.00%	8,428	100.00%	93,459	100.00%
No Response	309	-	2,689	-	291	-	2,244	-	324	-	2,532	-

Data from these survey questions show slightly less parent involvement of parents of students with disabilities, but in general, there is a high level of agreement with the questions.

**Parent Advisory Council (PAC):**

Parent Advisory Councils are standing committees or councils of individuals interested in improving special education services in their district through collaboration between district personnel and parents. The focus of a PAC is primarily on family involvement in special education. A PAC, whose members, roles, positions, titles, etc. are determined at the local level, generally includes administrators, staff and parents of students with and without disabilities.

- In school year 2001-2002, parents of students with disabilities represented from 8% to 100% of PAC membership with an average of 60.8%.
- In school year 2002-2003, parents of students with disabilities represented from 20% to 90% of PAC membership with an average of 58.7%.
- In school year 2003-2004, parents of students with disabilities represented from 20% to 100% of PAC membership with an average of 47.8%.

While no state or federal requirements command the formation of PACs, DESE/DSE encourages their establishment by districts to improve services to students with disabilities. Typical activities of local school district PACs include, but are not limited to:

- providing advice to the local district on special education services; coordinating district-wide school, family, and community partnerships in support of special education
- determining areas of focus, developing long-range plans of action and identifying potential funding sources
- assisting in developing parent-teacher support groups
- devising ways to use mediation effectively
- tracking participation of parents of special education students in all district parent councils, committees, etc. and
- providing training for parents and teachers on special education and the IEP process, communication and decision-making skills, and related disability issues

Although no data are collected regarding outcomes of specific activities conducted by local school district PACs, an annual evaluation report completed by PAC districts provides basic information about the number of panels established, general topic or agenda areas covered in meetings, membership representation, and parent trainings offered by PACs. This evaluation report does not provide specific information regarding the level of participation by parents, it does; however, serve to indicate the availability of an avenue for parents to become actively involved in special education at the local school district level.

In school years 2001-2002, 2002-2003 and 2003-2004, PACs were established in twenty-nine, thirty-one and nineteen districts respectively. The results of districts that completed an evaluation report are summarized below.

General Topic/Agenda Areas Covered in Meetings:

Parent Advisory Council General Topic/Agenda Areas Covered in Meetings Percent of Total PAC Districts												
School Year	Recommendations regarding special education services to the district		Suggested training for staff, families, communities		Establishment of a support group		Negotiate/reach partnerships with other agencies		Explored additional funding sources		Developed long-range plans	
	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts
2001-2002	13	52.0%	21	84.0%	11	44.0%	3	12.0%	3	12.0%	16	64.0%
2002-2003	18	69.2%	19	73.1%	10	38.5%	6	23.1%	5	19.2%	15	57.7%
2003-2004	9	75.0%	10	83.3%	7	58.3%	3	25.0%	4	33.3%	7	58.3%

Source:

Missouri Division of Special Education, Parent Advisory Council (PAC) Evaluation Survey, 2001-2002, 2002-2003 and 2003-2004.

Notes: Percent of Total Districts based on total number of districts (N) with a PAC who returned an evaluation survey. For 2001-2002, N=25, 2002-2003, N=26 and 2003-2004, N=12.

Trainings Attended by Parents of Students with Disabilities:

<b>District Parent Advisory Committees Annual Parent Trainings Offered</b>						
Topic of Training	2001-2002		2002-2003		2003-2004	
	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented
Role/function of advisory groups	256	12	88	11	97	7
Math Achievement	0	0	0	0	5	1
Procedural safeguards	69	6	69	7	74	6
Related disability issues	160	12	165	13	147	7
Internet Software	0	0	0	0	9	2
Problem-solving skills	20	1	37	3	15	3
Curriculum	5	2	27	4	41	5
Teacher/Learning strategies	38	2	64	7	16	2
Support Services (Counseling)	65	6	19	3	38	3
Reading achievement	14	2	28	5	32	4
IEP process	150	12	91	10	68	5
Mediation	79	3	11	3	10	2
Lending library	72	4	110	9	32	5
Communication	75	4	45	4	24	3
Decision-making skills	15	3	0	0	5	1
MAP/test preparation	28	2	23	3	21	3
Discipline	35	3	79	3	11	2

Source:

Missouri Division of Special Education, Parent Advisory Council (PAC) Evaluation Survey, 2001-2002, 2002-2003 and 2003-2004.

Trend data from the evaluation reports suggest district PACs are typically comprised of a majority of parents of students with disabilities. Data also indicate district PACs provide a venue for parental representation at the district level on a variety of topic/agenda areas, especially making recommendations regarding special education services in the district and suggestions regarding training for staff, families, and communities within the district. Also, PACs are providing training to parents of students with disabilities which may enable them to make educated and informed decisions thus perhaps facilitating FAPE in the LRE. In 2003-2004, 19 of Missouri's 524 school districts had Parent Advisory Committees funded by DESE; this represents only a fraction of public school districts in the state of Missouri (i.e. 3.6%). It is unknown how many additional districts have district-sponsored parent advisory councils.

**Missouri Special Education Advisory Panel (SEAP):**

The Missouri Special Education Advisory Panel, whose members are appointed by the Commissioner of Education, functions in the interest of IDEA Part B. Since the highest percentage of membership is held by parents of students with disabilities, the SEAP serves as a venue for active parental input in public policy processes relative to special education and related services including general functions set forth by federal and state statute. More specifically parental representatives working in concordance with other panel representatives:

- advise the State Education Agency (SEA) of unmet needs within the State in the education of children with disabilities,
- comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities,
- advise the SEA in developing evaluations and reporting on data to the U.S. Department of Education, Office of Special Education Programs under Section 618 of IDEA.
- advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of IDEA and
- advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

**Blind Task Force (BTF):**

The Blind Task Force (BTF), whose members are appointed by the Commissioner of Education in cooperation with the Director of the Department of Social Services, functions in the interest of blind or visually impaired students. Members of the BTF include parents of students with disabilities. The BTF develops goals and objectives to guide the improvement of:

- special education and related services
- vocational training
- transition from school to work
- rehabilitation services
- independent living and
- employment outcomes

**Missouri Parents Act (MPACT):**

Missouri's PTI, MPACT, is a statewide parent training and information center for all disabilities. MPACT offers information via the web and a toll free phone line as well as training sessions throughout the state. MPACT serves parents of children with all disabilities and works with public and private agencies, parent groups, professional organizations and advocacy groups. Staff and volunteers are located throughout Missouri.

MPACT volunteers include parent mentors that are screened and receive training and supervision from MPACT staff. Parent mentors offer:

- training to parents of children with disabilities and others who work with parents.
- direct support and assistance to parents in their child's Individualized Education Plan (IEP) including planning for meetings
- assistance to parents in becoming an educational advocate for their child.

For 2003-2004 school year, parents who had a MPACT parent mentor were asked to complete a survey about their experience with the program. Fifty-five parents responded to this survey, 14 online and 41 randomly surveyed by phone. Results were as follows:

MPACT Parent Survey																		
	The MPACT parent mentor acted in a courteous manner		The MPACT parent mentor acted in a professional manner		The parent mentor adequately prepared me for the IEP meeting.		The parent mentor adequately supported my needs for the IEP meeting		The parent mentor contributed to a resolution of issues presented during the IEP meeting.		I believe the information provided by the parent mentor was accurate		My knowledge of IDEA increased as a result of this parent mentor.		My knowledge of the IEP process increased as a result of this parent mentor.		Overall, the support provided by the parent mentor was valuable to me.	
Agree/Strongly Agree	54	98.2%	54	98.2%	47	85.5%	49	89.1%	46	83.6%	50	90.9%	45	81.8%	48	87.3%	50	90.9%
Neutral	1	1.8%	1	1.8%	7	12.7%	4	7.3%	8	14.5%	4	7.3%	7	12.7%	6	10.9%	3	5.5%
Disagree/Strongly Disagree	0	0.0%	0	0.0%	1	1.8%	2	3.6%	1	1.8%	1	1.8%	3	5.5%	1	1.8%	2	3.6%
Total	55	100%	55	100%	55	100%	55	100%	55	100%	55	100%	55	100%	55	100%	55	100%

Source: Missouri Division of Special Education, MPACT Parent Survey, School Year 2003-2004

Overall, data suggest parent's perceptions were positive. The majority of respondents indicated increased knowledge of IDEA and IEP processes as a result of their parent mentor thus implying facilitation of informed parental involvement.

#### Monitoring Data:

The 2002-03 APR reported on monitoring standards "Evaluation-4 Parents are afforded the opportunity to provide information that is used in the evaluation" and "Evaluation-7 Parents and children with disabilities are involved, when appropriate, in the evaluation and eligibility determination" as well as other standards and indicators. OSEP's response to the APR requires that this APR provide either: (1) documentation that DESE has ensured that agencies corrected all of the noncompliance associated with the two standards above, or (2) its plan for ensuring such correction.

After submitting the 2002-03 APR, and in looking at monitoring data more closely, it was determined that Evaluation-4 should not have been included in the Parent Involvement cluster. The indicators under that standard all refer to the review of existing data, but none specifically refer to providing parents the opportunity to provide information. The indicators that were under Evaluation-4 are now linked to different standards and any noncompliance with those indicators is being dealt with through corrective action plans.

Evaluation-7 also has several indicators, and the Division feels it is more meaningful to report on the indicators rather than the standard. Therefore, reporting for Evaluation-7 is being replaced by the first five indicators below. Most districts with identified noncompliance have been cleared, and the Division is implementing the procedures outlined in GS.I for the remaining districts. If noncompliance is not corrected after the timelines stated in GS.I, the sanction process will be implemented.

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.



Indicator B 101100 -- Parent is notified of the eligibility staffing.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	9	9.5%	0
2002-03	92	6	6.5%	0
2003-04	101	9	8.9%	1

Indicator B 101210 – Content of notification documents that parent is informed of the purpose of the meeting (eligibility)

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	94	9	9.6%	0
2002-03	91	4	4.4%	0
2003-04	101	18	17.8%	1

Indicator B 102410 – Names and roles of the individuals making the eligibility determination includes parent of the child

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	6	6.3%	0
2002-03	92	8	8.7%	1
2003-04	102	8	7.8%	1

Indicator B 103600 – Parent is notified of the eligibility staffing when additional assessments were conducted

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	88	8	9.1%	0
2002-03	84	8	9.5%	1
2003-04	101	12	11.9%	2

Indicator B 103710 – Content of notification documents that parent is informed of the purpose of the meeting (evaluation)

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	92	12	13.0%	0
2002-03	82	8	9.8%	0
2003-04	103	20	19.4%	1

Procedural Safeguards 2 -- Prior written notice is provided to parents and children, when appropriate, as required by state and federal regulations.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	21	22.1%	1
2002-03	96	49	51.0%	10
2003-04	106	69	65.1%	6

Compliance with prior written notice requirements has been identified as a systemic issue in GS.II. Plans to address the noncompliance include widespread dissemination of a technical assistance bulletin and an interactive video conference with district staff. Prior written notice will be a focus area for future monitoring reviews.

Indicator B 104510 – Parent informed of all purposes of the IEP meeting:

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	15	15.8%	0
2002-03	96	20	20.8%	1
2003-04	106	25	23.6%	1

Indicator B 105510 -- Parent attended or participated.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	94	0	0.0%	0
2002-03	96	2	2.1%	0
2003-04	105	4	3.8%	0

Indicator B 108500 – A statement of how the child's progress on IEP will be reported to the parent:

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	13	13.7%	0
2002-03	96	28	29.2%	1
2003-04	106	28	26.4%	2

Indicator B 108610 – Content of progress report addresses the progress toward the annual goals

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	15	15.8%	1
2002-03	96	18	18.8%	3
2003-04	106	25	23.6%	1

Indicator B 108620 – Content of progress report addresses likelihood of achievement by the end of year

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	94	27	28.7%	1
2002-03	96	28	29.2%	4
2003-04	106	35	33.0%	2

Indicator B 108700 – Parent is provided a copy of the IEP

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	17	17.9%	0
2002-03	96	21	21.9%	1
2003-04	106	16	15.1%	0

Monitoring data indicate that noncompliance is being identified. Where noncompliance has not been corrected, procedures have been implemented as described in GS.I which will result in all noncompliance being corrected or sanction procedures will be implemented. These findings will be included in the June 30, 2005, progress report.

**2. Targets (for reporting period July 1, 2003 through June 30, 2004):**

- Promote parent involvement to assist in improving achievement of students with disabilities.

**3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):**

State Improvement Grant activities focus on identifying districts and buildings with particular challenges in elementary reading achievement and secondary transition planning for students with disabilities. Regional Professional Development Center (RPDC) Consultants are available to assist identified districts/buildings in drilling down to root causes of poor performance in those areas. When parent participation is identified as a key component associated with performance in these areas, funds are available to assist in remediating this concern.

The Division developed a model for Annual Program Evaluation in the summer of 2004. The model encourages use of multiple sources of data, including parent surveys and other perception data in order for districts to gain a complete picture of their program within their district. This model is being used by the consultants when working with districts as mentioned above.

Beginning in January 2005, the Division is piloting a focused monitoring review in selected districts. Parent interviews are a critical component of these reviews. In addition, school district personnel are asked about parental involvement in the district.

**4. Projected Targets:**

- Promote parent involvement to assist in improving achievement of students with disabilities.

**5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:**

See also BF.VI

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BP BF.IV	Distribute materials to families regarding strategies to increase reading and mathematics skills.	Materials developed	May 2005	<b>Section Responsibility:</b> Effective Practices
		Materials distributed to families	Sept. 2005	<b>Funding Type:</b> SIG Part B
BP BF.IV	Collaborate with stakeholders to promote successful models of parent involvement	Meeting convened with SEAP Effective Practice committee to discuss effective parent involvement strategies	July 2005	<b>Section Responsibility:</b> Effective Practices
		Discussion of PAC grant successes and barriers in-house	September 2005	<b>Funding Type:</b> Part B
		Collaboration with MPACT to disseminate best practice information	2005-2006	
		Exploration of successful parent involvement models	2005-2006	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BP BF.IV	Develop training curricula for educators and families regarding facilitation of IEP meetings	Appropriate content adapted and developed.	2004-2005	<b><u>Section</u></b> <b><u>Responsibility:</u></b> Effective Practices Compliance  <b><u>Funding Type:</u></b> Part B
		Plan developed to address content to teachers, families, and students	2004-2005	
		Conduct trainings	2005-2006	
		Data collected from trainings	2005-2006	
BP BF.IV	Conduct surveys of districts where IEP facilitation training has been conducted and other parent involvement models have been implemented	Surveys developed	2005-2006	<b><u>Section</u></b> <b><u>Responsibility:</u></b> Effective Practices Compliance  <b><u>Funding Type:</u></b> Part B
		Surveys conducted	2005-2006	